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**Trabajo de Fin de Máster**

# **A Music-Integrating Proposal for Secondary Education**

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## **Abstract**

This dissertation addresses the use of songs in the teaching of the different language learning skills in the third year of Secondary Education. It deals with the benefits of music for students regarding the different skills and the relationship between language and music. An innovative didactic proposal has been created that uses songs for the improvement of language skills. The methodologies used are sequencing and project-based learning, and introduces the use of ICTs in the classroom. This Music-Integrating Proposal is designed to be carried out during a whole term and it takes into consideration the *LOMCE* elements to make students acquire the contents of three didactic units. The main conclusion is that it is possible to design a realistic proposal for Secondary Education using songs which involves working with all the skills and integrating interdisciplinary elements as well as technological tools.

**Keywords:** Songs, innovation proposal, skills, English as a Foreign Language, Secondary Education, Project-based learning.

## **Resumen**

Este trabajo de fin de Máster trata sobre el uso de las canciones en la enseñanza de las diferentes habilidades en una clase de tercero de la ESO. Aborda los beneficios que tienen las canciones para los alumnos atendiendo a las diferentes destrezas y la relación entre música y lenguaje. Se ha creado una propuesta didáctica innovadora en la que se usan canciones para mejorar las diferentes habilidades. Las metodologías que se usan son la secuenciación y el aprendizaje por proyectos. Además, introduce el uso de las TIC en el aula. Esta propuesta está pensada para llevarse a cabo durante un trimestre y tiene en cuenta los elementos de la LOMCE de tres unidades didácticas. La conclusión principal es que es posible crear una propuesta realista usando canciones con la que se trabajan todas las destrezas y en la que se incluyen elementos interdisciplinarios, así como herramientas tecnológicas.

**Palabras clave:** Canciones, propuesta de innovación, habilidades, inglés como lengua extranjera, Educación Secundaria, aprendizaje por proyectos.

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## 1. INTRODUCTION

This dissertation deals with the implementation of songs in an English as a foreign language Secondary classroom to make students work with the different skills and to make them improve their performance. That is why an innovative Music-Integrating Proposal has been created for a third year of Secondary Education. The methodologies used are sequencing and project-based learning. It also incorporates interdisciplinary elements as well as technological tools to make it richer.

Music has always been a popular topic among students' final dissertations. It is comprehensible as it is present in our everyday life. Besides, it is something interesting and motivating for students. Whenever you choose a particular topic, you have to take into account that a lot of literature review has to be done before start writing your dissertation. That is why you have to choose a topic you find very interesting because you are going to spend a lot of hours working with it.

The main reasons for choosing this topic are that music has always been present in my life and that I have experienced working with songs as a means to learn English. When I was in high school, one of my teachers used to present us songs. However, we did not develop all the skills, as he only used them to improve our listening skills. Nevertheless, I have always thought that I have learned a lot of vocabulary and grammar aspects thanks to songs.

The decision of choosing an innovative proposal was clear from the very beginning. I consider myself a creative person, so I really like creating new material. Besides, I wanted to do something I could use in my future as a teacher. The last reason is that I wanted to provide teachers with a brand-new idea to incorporate songs into their classrooms and to make them realize that songs have a lot of potential and can improve students' performance in every skill due to the motivation and interest that songs arise.

When dealing with music as a tool for language learning, two main aspects stand out. The first one is related to the educational stage in which these studies are normally carried out. This topic has indeed been widely studied related to primary education and you can find plenty of information about studies conducted with children. However, if information related to secondary education is what you are looking for, it is not as abundant.

The second aspect is related to the skills on which these studies focus. It is important to highlight that, through the whole methodological framework, students' writing skills have not been mentioned. The reason is that we have not found any study which addresses this topic. Moreover, it is also difficult to find a study that works with the cultural competence in an English as a foreign language classroom. On the other hand, there are indeed some studies which address each language skill independently. Nevertheless, we have not found any study which explains the benefits of working with songs regarding all the skills at the same time. Hence, there seems to be a gap that this innovative proposal aims to cover. There is a need to apply an innovative approach to create a proposal that includes all the skills using music so that teachers can follow it to create new innovative proposals for the different levels.

With these aims, this dissertation is divided into two main parts. The first one includes the objectives and the theoretical framework, which highlights the importance of music in our life, its main benefits for us as learners and the relationship between language and music. It also includes some strategies we could use to implement songs inside an English as a foreign language classroom regarding the different skills which must be taught according to the *LOMCE*. Moreover, the benefits of organizing the proposal following a methodology of pre, during and post-listening activities are explained too. To close this section, the project-based learning methodology and its benefits inside an English as a foreign language classroom are addressed.

The second part deals with the innovation proposal. Within Section 4, all the information related to the proposal is explained, including the methodology teachers may follow. The main methodologies used are sequencing, the use of the Information and Communication Technologies (hereafter ICTs), more concretely the program *Audacity*, and project-based learning. All the *LOMCE* contents and objectives relative to the level chosen are included here as well. After that, the motivation in the choice of materials and the selection of songs is addressed. The materials used to create these proposals can be easily found on the online platform *Youtube*<sup>1</sup>. The description of the activities which are going to be worked within every session follows in the next section. A total of three

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<sup>1</sup> <https://www.youtube.com>



different proposals, designed for the third year of Secondary Education, are presented. Each proposal is meant to be implemented during one week and to develop different skills. Next, the evaluation criteria that should be taken into account according to the *LOMCE* are included, together with specific rubrics for the activities proposed.

After this, Section 5 includes the discussion of the proposal, addressing its main advantages and disadvantages, together with some solutions to the latter. To end up, Section 6 deals with the conclusions of this dissertation and some lines for further research.



## 2. OBJECTIVES

The main objective of this proposal is to provide teachers with a real proposal they can implement in their classrooms to work with all the skills using songs. In this particular case, the proposal is designed for the students of the third year of Secondary Education. The skills which are worked with are listening, speaking, writing, and speaking. Moreover, grammar vocabulary and pronunciation are meant to be improved too thanks to the selection of the activities proposed. The intention is to create different proposals using different songs so as to introduce all the skills mentioned. These proposals are designed to be implemented during the whole term and mixed with regular sessions. Each proposal is designed to last one week.

However, there are more specific objectives. The first one is to reflect on all the benefits that songs may have related to students, including second language learning. These benefits should be taken into account to create a complete proposal the students can benefit the most from. In order to do so, some research should be conducted to explore the benefits that different authors have come up to.

The second specific objective is to make a motivated selection of the most suitable materials to create a proposal regarding the level in which it is going to be implemented. This selection should take into account the *LOMCE* elements and include songs with which teachers can cover these aspects. It should also consider the contents of the didactic units that the students are going to be dealing with during the implementation of the proposal.

Thirdly, this proposal aims at creating activities following different methodologies. If teachers only use one methodology, students may get bored soon and their motivation would decrease. However, if they are presented with different methodologies, they do not have time to get bored, as everything is new for them. The methodologies which are used in this proposal are sequencing and project-based learning.

Another objective of this work is to introduce the use of ICT tools in the classroom. Nowadays, these kinds of tools are very widespread among students, who use them all the time, and they have a lot of benefits related to learning. Also, they could be really helpful to carry out some of the activities proposed. Besides, as the students are familiarized with these tools, they may not need

much time to know how to use them and it may raise their motivation towards completing the different activities.

This dissertation also aims at creating an interdisciplinary proposal through project-based learning. Working with other teachers to carry out some projects is really beneficial for the students. It makes them relate the contents from different subjects, which raises their motivation towards learning. In this particular case, the subject with which the project is going to be shared is Music.

Finally, this proposal aspires at improving students' Cultural Awareness and Expression Competence. As the proposal is created using songs, it seems inherent that students are going to work with this competence. However, the proposal intends to take a step forward introducing historical events as a way of encouraging the student's interest in the culture of English-speaking countries.

### **3. THEORETICAL FRAMEWORK**

#### **3.1. The benefits of music**

This section deals with the beneficial aspects of music for English as a foreign language students, and focuses on the ones related to social abilities, motivation, stress and anxiety, attention, and students' memory.

According to Gutiérrez (2018), music has some particular benefits which are psychological, so they may positively affect students' personal and social life, which has an impact on their learning skills and their performance at school. It has been proved that music improves students' setting up, upkeep, and strength of their social relationships as well as their empathy. Music also lowers stress and anxiety, as it stimulates their brains and rises their reflection capacity (Gutierrez, 2018). It also decreases their loneliness feeling, as it fosters social inclusion. This idea could be really useful, as teachers can use music to develop their students' sense of belonging and cooperation. According to Anshel & Kipper (1988), who developed a study in which 96 Israelite men took part, music encourages people both to work collaboratively and raises students' trust within their partners.

Moreover, music has been proved to raise students' motivation towards learning. Motivation is one of the most important aspects to get to improve students' skills. Without motivation, students' inclination towards learning is lower (Fuertes & Gómez, 2005). Besides, if a student is not motivated, he is not going to achieve his goal and that situation would demotivate him even more (Gómez, 2008). In fact, according to Vygotsky (1988), motivation is what leads the student towards learning, as it stimulates students' will of learning. That is why it would be beneficial if teachers increased their motivation, and they could do so using songs. Besides, according to Ausubel (1983), motivation is one of the main factors to make students assimilate what they are studying. This is called significant learning. Whenever a student learns something this way, they retain this information in their long-term memory and it takes more time for them to forget it. However, when students are not motivated, they learn things by heart only for the exam and they forget them just after it.

To end up, music can also increase students' attention and reasoning capability as well as their short and long-term memory and their focusing, so it

can help students to reach their academic goals effectively. Besides, there is a possibility that students' intelligence quotient may increase due to what is known as the *Mozart effect* (Gutierrez, 2018). The name of this expression comes from the effects which can be produced in any student when they listen to any W. A. Mozart's melody. To validate this theory, a study released by the University of California carried out by Rauscher & Shaw in 1993 stated that children who were exposed to Mozart's songs before any intelligence test obtained better marks than the control group, so, because of that, some researchers stated that some neural pathways were activated in the student's brains when they listened to Mozart's music and the result was an improvement within their intellectual ability (Correa, 2010). Besides, some studies highlight that low-level students tend to remember words better regarding their sounds than regarding their meanings, so it validates the hypothesis that songs can be learned sooner and better (Silva, 2006).

### **3.2. Relationship between language and music**

First of all, if you ask someone to choose between language and music regarding which one is developed first by any human being, people tend to choose the linguistic ability. However, it has been proved that the musical ability is the one people develop first.

Some characteristics both share are that they are innate, universal, and human being's exclusive abilities. According to Chomsky, the linguistic faculty is innate to any human being, that is, that any person is born with it, so children do not need to learn it, only to practice it. According to Silva (2006), this can be applied to the musical faculty too. However, it is important to highlight that despite being an innate quality, it needs to be practiced to be developed. In the majority of the cases, the language ability is practiced since childhood, but it is not the same with the musical ability, which not so many people practice. Moreover, some authors, like Darwin (1871), state that to start developing language, human beings need to start developing the musical ability first. Songs are the basis of language (Jespersen, 1922).

Regarding the location of both abilities in people's brains, although it was stated that both shared the same hemisphere, it has been proved to be the opposite. On the one hand, language and speech are located in the left

hemisphere. However, on the other hand, imagination, musical and artistic sense as well as the faculty of recognizing, perceiving, and retaining melodies in people's minds are located in the right one. This lateralization has been proved by using patients who had cerebral damage. The first person suffered from aphasia, which is a language disorder, and it was proved that this person could sing and read scores, but could not talk. The second person suffered from amusia, which is a musical disorder, that is, people lose their musical faculties without losing the linguistic ones (Silva, 2006). However, according to Krashen (1981), the right hemisphere is needed in early second language learning stages. Related to this, it has also been proved that there is a connection between both hemispheres when people listen to music, as Broca's area, where the speech faculty is located, is activated when people do so.

Both abilities share the same medium, which is audio vocal, and, as they both have written systems, people need to understand and interpret them. They both are fundamental activities and, what is more, they have the same fundamental components, which are syntaxis, semantics, and phonology.

To end up, it is important to mention that there is a type of music where we can talk about an intermediate way between language and music. This type is called rap (Silva, 2006).

### **3.3. The use of songs in the ESL classroom**

#### *3.3.1. The theory of multiple intelligences*

This theory was developed by Howard Gardner, who explained it in his book called *Frames of Mind: The Theory of Multiple Intelligences*, in 1993. According to Gardner, each person has some innate characteristics which are developed or not regarding his characteristics and education. He stated that there are eight different bits of intelligence which are the following: Linguistic-Verbal, Visual-Spatial, Logical-Mathematical, Musical, Interpersonal, Intrapersonal, Bodily-Kinesthetic and Naturalistic. This study focusses its attention on the fourth one, the musical intelligence. This intelligence is the first one which every human being develops, due to the ability fetuses have to listen to any sound which comes from the outside, such as their mother's voice or songs, among others.

Besides, each intelligence is not developed by humans unless they practice them. That is why using songs while learning a language could be useful for the

students to develop this intelligence, as well as the linguistic one, being both related. Related to this idea, whenever a student develops these intelligences, his learning becomes deeper and lasts longer, so English teachers should motivate their students to develop all the intelligences through the activities proposed (Silva, 2006).

### 3.3.2. *The vocabulary skill*

Although it is not one of the main skills the law states every student should acquire it when they are learning a language, vocabulary is a really important part of any language learning. According to Panich & Phisutthangkoon (2016: 2) “vocabulary can be defined as the words of a language involving single items and phrases or chunks of several words which provide a particular meaning”. Some authors, such as Panich & Phisutthangkoon (2016) or Alipour, Gorjian & Zafari (2012), state that vocabulary is one of the most important aspects when students are learning a language due to its relevance within the other skills, which are listening, reading, speaking, and writing. Regarding any skill, a wide range of vocabulary has to be known to communicate. If students do not have enough vocabulary knowledge, there may be a lack of understanding. Vocabulary has also been proved to be one of the hardest parts of learning a language. That is why these authors have tried to find out strategies to improve students’ vocabulary learning.

One strategy is the use of songs, which has been proved to be effective by some studies, such as the one carried out by Panich & Phisutthangkoon (2016) and by Alipour, Gorjian & Zafari (2012). They have proved that using songs can boost vocabulary learning due to many aspects. First, songs have a repetitive nature, that is, some lyrics, and, hence, its vocabulary, are repeated two or three times along the song, as is the case of the chorus. In this way, learning vocabulary from songs is easier as you listen to it many times. Also, some authors say that we tend to learn lyrics faster than any lesson and it has been proved to be true. The rhythm and melody are essential factors due to its quality of sticking in people’s heads, that is, when someone listens to a catchy song, normally he has it stuck in his head for hours. So, whenever you remember the lyrics, you retain in your brain vocabulary too. Besides, and related to the benefits of music, these studies show that students learn more effectively using this method, as



they feel more motivated and they attend lessons less stressed due to the relaxed environment songs foster. The result is that students are more focused whenever this occurs and learn better.

There are some things to bear in mind to pick up a perfect song for students to learn vocabulary. First, it is important to choose songs that draw students, so teachers could ask for their favorite groups or singers. Then, it is better that every song includes unfamiliar vocabulary for them to learn it. Moreover, teachers need to make sure the lyrics are adequate to the students' level. Whenever a song meets all these criteria, it is the perfect one to improve students' vocabulary learning (Panich & Phisutthangkoon, 2016; Alipour, Gorjian & Zafari, 2012).

### 3.3.3. *The Reading skill*

Reading is one of the four skills stated by the *LOMCE*. According to McKee (2012: 46), "reading comprehension can be defined as the ability to understand a text, to analyze the information, and to interpret correctly what the writer is stating". Doing some research, it can be concluded that a few authors have explored this skill related to songs. It indeed seems to be more research regarding pre-primary education, when teachers tend to use children's familiar songs to teach them how to read (Routier, 2003).

According to Castellanos & Garzón (2013), there are some activities teachers may use to make their student's reading comprehension improve using songs. Whenever teachers pick a song that has a narrative sequence, they can cut the lyrics into pieces and then make the students reorganize it. Note that, if they take the selection of the song for granted, the activity is not going to be effective. After that, they can let the students have a first look at the lyrics to underline words that are repeated and to focus on the structure used. Then teachers need to relate this part with the vocabulary one, as students cannot understand the lyrics without knowing its vocabulary. Within their study, it has been proved that students felt more motivated, and, because of that, their ability in this skill improved (Castellanos & Garzón, 2013).

#### 3.3.4. *The Listening skill*

Listening is one of the four skills stated by the *LOMCE*. According to Peris (1991), it is the skill which lets students understand oral texts and requires taking heed of linguistic, paralinguistic, and extralinguistic elements.

According to Latorre (2014,), it is important to use authentic materials, especially when the listening skill is concerned, rather than the ones recorded to learn a language. More and more teachers are gathering this kind of material to use it within their lessons. Some teachers fear that this material may be too difficult for their students but whenever a teacher chooses this material taking into account its students' level, there should not be any problem. It has been proved that by using it, students improve their listening skills, as it can be seen in a study carried out by Alonso (2014), where it is proved that, at first, students needed six repetitions to get the information to complete the activities proposed but, in the end, they only needed two or three repetitions. It is relevant to mention that the authentic materials used in this study were songs. Besides, students reported that they felt that their listening comprehension had increased. Moreover, students feel more motivated when they face this kind of listening not only because of the fact that they like the songs, but also because they show more interest when they are learning something real, that is, something they are going to be able to use in real-life situations, than when they listen to something simplified for them to learn that they are not going to face in reality (Latorre, 2014; Alonso, 2014).

#### 3.3.5. *The Speaking skill*

Speaking is also one of the four skills stated by the *LOMCE*. According to this law, speaking is the skill thanks to which students should produce oral utterances, that is, they should use the contents needed to communicate with others orally. Besides, one of the evaluation criteria, which can be seen in the Royal Decree 1105/2014, 26 December, where the ESO basic education curriculum is established, says that students need to pronounce and intonate sentences in a comprehensible and clear way. So, pronunciation should be taken into account when evaluating as well.

By listening to a song, students are showed authentic material, which implies that the intonation and pronunciation used are authentic and not adapted for them

to understand everything. Teachers can realize whether their pupils can differentiate between two words they already know and whose spelling is almost the same or not. For example, if they can distinguish whether the singer has said *God* or *good*. This could also be applied to distinguish between different sounds. So, songs are a useful and funny way to learn phonetics and phonology (Tornel, 2015).

Besides, speaking can also be improved as teachers may ask students to carry out some activities which require this skill. An example could be making an oral presentation about the song, where they need to speak to explain what they have been told about the song (Ridwana, 2016).

#### 3.3.6. *The grammar skill*

Grammar is an important aspect when students are learning a language and, sometimes, students do not like to learn it as they think the way teachers teach grammar is boring. Songs are a motivating element for them so, the question is, can teachers use songs to teach grammar and make the students want to learn it?

According to Lynch (2005), one of the nine reasons why teachers can and should use songs to teach English is that students can learn and review grammar as well as cultural aspects. Moreover, Larraz (2008) states that songs can be used to learn grammar as well as vocabulary from authentic material. According to Falioni (1993) teachers can find all the grammar structures in songs, all they need to do is to find the right one to teach their students a certain structure, to practice it. According to Molina (2009) and Levitin (2006) this hypothesis is valid, as the conclusions are favorable. Besides, having carried out their study, they also conclude that the use of songs is beneficial for students to learn grammar structures and practice them.

### 3.3.7. *The Cultural Awareness and Expression Competence*

According to the Ministry of Education and Vocational Training (*Ministerio de Educación y Formación Profesional*) (n.d.), the Cultural Awareness and Expression (CAE) Competence involves knowing and valuing the different cultural and artistic aspects of each place without judging, and using them to enrich themselves. In the proposals presented in this work, students are going to develop the cultural competence, exploring a culture that is not theirs and enriching themselves with it.

The expression competence should also be developed during secondary education. Indeed, students are always listening to music. They are the main consumers. However, whenever you ask them to sing a song or to dance, they are normally ashamed of doing it. However, they feel more like doing it than children. That is why introducing songs in English as a foreign language classroom and completing activities that make them work with this competence is enriching, as they can learn how to express themselves using music (Iturbe, 2011).

## 3.4. Review of some approaches to English teaching

### 3.4.1. *Project-based learning*

According to Kokotsaki, D., Menzies, V., & Wiggins, A. (2016: 267), “project-based learning (PBL) is an active student-centered form of instruction which is characterized by students’ autonomy, constructive investigations, goal-setting, collaboration, communication and reflection within real-world practices”. This approach has been implemented in the different educational levels. From primary education to college (Kokotsaki, D., Menzies, V., & Wiggins, A., 2016).

Implementing this approach in a classroom has some benefits for the students, which are explained by Harris (2014). First of all, from the title, it may be deduced that it is an approach that works only through projects and that this is its unique characteristic. However, it is an approach that lets students work with their classmates to complete different tasks, which makes sessions more dynamic. So, they can improve their cooperative skills. Besides, the tasks are commonly related to real-life situations, so they can relate what they are learning with real

life, which makes the learning process more interesting for them. This is why this approach makes students more motivated (Harris, 2014).

Secondly, working through projects lets teachers work cooperatively. So, it is the perfect scenario to carry out interdisciplinary activities, which combine contents from two different subjects (Poonpon, 2017).

To end up, this approach focuses on the performance of the students regarding every skill throughout the whole process. Students need to use all the skills to solve the problems that they face during the completion of the project and they have to acquire the contents to do so (Harris, 2014).

#### *3.4.2. Session sequencing (pre-, during, post-).*

It is important to organize the sessions to take advantage of them. Some teachers use the structure of pre- during and post- activities to make a clear organization, as it has been proved that this kind of organization improves students' results (Gómez, 2008). Regarding our topic, the use of songs, we should talk about pre-listening activities, during-listening activities, and post-listening activities.

So, the first step is doing pre-listening activities, that is, some activities before listening to the song. This kind of activity is effective as it serves as a means for students to feel more motivated towards the session. What the teacher may do is to raise interest in the topic of the song. It has been proved that whenever a teacher does this, students tend to show more motivation during listening activities and this is reflected in the results. This is important, as students will face some grammar and vocabulary activities within this part. During this step, teachers may include both speaking and reading activities.

The second step is doing during-listening activities. In this part, students listen to the song while they complete some exercises regarding grammar or vocabulary as well as phonetics and phonology. They also develop their listening skill because, as it has been mentioned before, songs are authentic material.

The last step is doing post-listening activities. During this part, teachers may also develop reading and speaking activities as well as writing activities. Besides, this step is really useful for the teachers due to being the part when mistakes, as well as successful points, can be analyzed. It is the most important part for teachers as they can learn from their own mistakes and adapt the activities in

further sessions. However, this last part is not usually carried out by teachers, which is a shame, as they can learn a lot from them (Gómez, 2008).

#### **4. INNOVATION PROPOSAL**

The main idea of this innovation proposal is to include songs in an English as a foreign language classroom as a means of developing of the main skills, which are listening, speaking, reading, and writing. Besides, grammar, pronunciation, and vocabulary are dealt with too. To carry out this proposal, three different songs are selected to be worked with during three different weeks. The main objective of this proposal is to provide teachers with activities to cover three didactic units using three different songs and working with all the skills.

The songs have been selected to cover the contents and to meet the evaluation criteria and standards established by the *LOMCE* for the third year of Secondary Education. Through an analysis of the contents, this level was the most suitable regarding the idea we had in mind to create the proposal. Besides, it is important for the proposal that Music appears among the subjects that students can choose.

##### **4.1. Methodology**

This proposal is meant to be carried out during the first term of a third year of Secondary Education. This term lasts three months and a half, so one week of each month would be devoted to a different song. The decision of developing the proposal during the first term is also motivated. One of the aims of this proposal is to make students show a better performance in the four skills, as well as grammar and vocabulary. This could lead to the conclusion that it is better to work on this proposal during the second term, as you can see the evolution of students. Nevertheless, we consider it better to implement the proposal since the very beginning, as it is easier for students to get used to it and the teacher has students' results from the previous year to compare.

During the regular sessions, students would be working on the same contents as during the song sessions. So, songs are a different methodology to practice the previous contents or to show them what they would learn during the following sessions. The last week of the term is devoted to carrying out the oral and written exams, when students have to show that they have acquired the contents.

The organization during the week when students are going to work with songs is the following: during the first session, students are going to develop pre-listening activities to get to know the topic as well as the difficulties they may

encounter during the listening. During the second and the third session they are going to carry out during-listening activities. Then, in the last session, they are going to be working on post-listening activities, when they are going to show pieces of evidence regarding what they have learned throughout the whole week, as well as the contents from previous weeks.

The term organization would be the following:

WEEK	SESSION 1	SESSION 2	SESSION 3	SESSION 4
1	R. S. <sup>2</sup>	R.S.	R.S.	R.S.
2	R.S.	R.S.	R.S.	R.S.
3	Pre-listening activities for Music-Integrating Proposal A	During listening activities for Music-Integrating Proposal A	During listening activities for Music-Integrating Proposal A	Post-listening activities for Music-Integrating Proposal A
4	R.S.	R.S.	R.S.	R.S.
5	R.S.	R.S.	R.S.	R.S.
6	R.S.	R.S.	R.S.	R.S.
7	Pre-listening activities for Music-Integrating Proposal B	During listening activities for Music-Integrating Proposal B	During listening activities for Music-Integrating Proposal B	Post-listening activities for Music-Integrating Proposal B
8	R.S.	R.S.	R.S.	R.S.
9	R.S.	R.S.	R.S.	R.S.
10	Pre-listening activities for Music-Integrating Proposal C	During listening activities for Music-Integrating Proposal C	During listening activities for Music-Integrating Proposal C	Post-listening activities for Music-Integrating Proposal C
11	R.S.	R.S.	R.S.	R.S.
12	R.S.	R.S.	R.S.	R.S.
13	Exam	Exam	Exam	Exam

*Table 1. First term Schedule.*

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<sup>2</sup> Regular Session.



As can be seen in Table 1, regular sessions are mixed with sessions in which students work with songs. The decision of spending only four sessions working with each song has been made regarding students' motivation towards songs. These materials indeed increase their motivation. However, whenever you present the same methodology to the students during a long period, motivation decreases, as it is not something new for them anymore. That is why one week per month is the perfect timing, so the students cannot get tired of it.

Apart from sequencing, the approach which has been used the most to create this proposal is project-based learning. Students have to face some tasks they have to complete to successfully acquire the contents. In other tasks, students have to use technological tools to complete some of the activities from the proposal, like *Audacity* or *Google*<sup>3</sup>.

## **4.2. Materials and sources**

### *4.2.1. Music*

To create this proposal, three songs have been selected to meet the objectives, contents, and criteria, which have been extracted from the information gathered in the third year of the Secondary Education curriculum. Moreover, the contents from the didactic units which would be implemented during the first term of this level have been taken into account too. Besides, the selected songs are very popular among students and they are relatively recent. This selection aims at grabbing students' interest and gaining their attention. The web page which is going to be used to show the songs to the students is *Youtube*<sup>4</sup>.

The first song is called *Truth to Power*<sup>5</sup> (see Appendix 1), by One Republic, and it talks about the environment. Its video is really interesting, as it shows the effects of climate change on Earth. The second song is called *Some nights*<sup>6</sup> (see Appendix 2), by Fun, and it talks about the American Civil War. Its video is really interesting, as it shows images which are based on this particular event. The third song is called *Castle on the hill*<sup>7</sup> (see Appendix 3), by Ed Sheeran, and it talks

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<sup>3</sup> <https://www.google.com>

<sup>4</sup> <https://www.youtube.com>

<sup>5</sup> You can find the video here: <https://www.youtube.com/watch?v=h4DFXUndvbw>

<sup>6</sup> You can find the video here: <https://www.youtube.com/watch?v=qQkBeOisNM0>

<sup>7</sup> You can find the video here: <https://www.youtube.com/watch?v=K0ibBPhiaG0>.

about the young experiences of a middle-aged guy who is coming home after having spent some time away. Its video is really interesting, as it shows images of his own story, with which students may identify.

#### 4.2.2. *The program Audacity*

To complete the interdisciplinary project created for the last proposal, students have to use this technological tool. *Audacity* is an editing and sound recording program which lets users record audios as well as edit them. Among the features which this program lets users use, you can find the option of cutting the part when you have made a mistake and start recording from this part on and not from the beginning again. Besides, it also gives students the opportunity of pasting different audios, so they can record their parts at home and, then, together, paste them to create their song.

This program may be really useful for English teachers, as they can record their own audios and use them in their classes. However, in this proposal, the students are the ones in charge of recording an audio, a song in this case. With this project, the teacher intends to incorporate new technologies (Whiteside, 2009).

### 4.3. Legal framework

The legal framework includes the regulations that teachers must take into account to provide the students with effective learning regarding their level. Teachers need to follow the rules enacted by the *LOMCE*. The Organic Law for the Improvement of Educational Standards (*Ley Orgánica para la Mejora de la Calidad Educativa*, *LOMCE*) is a Spanish law approved by the Spanish government in 2013 and it is a modification of the previous one called Organic Educational Law (*Ley Orgánica de Educación*, *LOE*) which was approved in 2006 (López, 2014).

Within this section, information regarding the third level of Compulsory Secondary Education (CSE) in La Rioja is explained, as it is the level that has been chosen to develop the proposal below. Apart from the *LOMCE*, every autonomous community has its Royal Decree where everything regarding education is stated. In La Rioja, teachers must bear in mind the Royal Decree 1105/2014, 26 December, where the CSE basic education curriculum is

established. So, teachers need to follow what is gathered in this Royal Decree. They need to know the contents they should provide their students with and the evaluation criteria, as well as the learning standards regarding the fourth blocks, oral texts comprehension and production, and written texts comprehension and production, that is, listening, speaking, reading and writing, to prepare the activities.

Having mentioned this, the *LOMCE* elements regarding every music-integrating proposal are outlined.

#### *4.3.1. Objectives*

- To acquire the contents outlined in the *LOMCE*.
- To work with the different skills.
- To learn grammar and vocabulary related to the didactic units.
- To improve student's cooperative skills.
- To raise student's motivation towards learning.
- To learn how to make a hypothesis.

#### *4.3.2. Competences*

- **Competence in Linguistic Communication (CLC):** It will be the most developed competence within these units. Students will learn new linguistic features in a foreign language as well as improve their linguistic ability regarding different skills.
- **Digital Competence (DC):** This competence will be improved as students have to deal with digital tools to carry out a project, which is going to be carried out during the third proposal. The program students have to use is *Audacity*.
- **Learning to Learn (L2L):** Students will deal with this competence because they have to try to guess some structures recalling their previous knowledge. Besides, during the second proposal, they have to look for information at home, so they have to learn how to learn things from the Internet autonomously.

- **Social and Civic Competences (SCC):** Students will need to carry out most of the activities in groups, so they need to learn how to cope with their classmates, help them with what they do not know, and try to be more cooperative.
- **Sense of Initiative and Entrepreneurship (SIE):** Students need to have enough maturity and responsibility to complete the project of the third proposal on time. Besides, they have to make presentations and explain some images they have seen to their partners, who have not seen them.
- **Cultural Awareness and Expression (CAE):** Students are going to be explained and they are going to work with a cultural event that occurred in the United States in the nineteenth century.

#### 4.3.3. Contents

The following contents have been extracted from the Royal Decree 1105/2014, 26 December, which establishes the Compulsory Secondary Education and Baccalaureate basic curriculum.

- Information mobilization about the task and the topic (oral and written comprehension).
- Information, indications, and warning exchange (oral and written production).
- Interest, surprise, preference, and taste expression (oral and written comprehension as well as oral and written production).
- Suggestions and desires formulation (oral and written comprehension as well as oral and written production).
- Common oral and written lexicon (oral and written comprehension as well as oral and written production).
- Syntactic-discursive structures:
  - Logic relationships expression: conjunction (and, too, also); disjunction (or); opposition (but); cause (because (of); due to); purpose; to- infinitive; for); comparison (as/not so Adj. as, more comfortable/quickly (than); the fastest); result (so...); condition (if; unless); indirect speech (reported information, offers, suggestions and commands).

- Time expression: past (past simple and continuous; present perfect; past perfect).
- Desire expression: (wish).

#### **4.4. Music-Integrating Proposals**

Throughout this section, the activities to be completed regarding every song in every session are explained. Each song is going to be implemented during four different sessions. The organization of the songs is motivated by the different contents. Each of the songs is supposed to make students work with different unit contents. So, each song has to be implemented during the week when, in a regular methodology, these contents would be explained.

##### *4.4.1. Music-Integrating Proposal A*

The song which has been selected to be used to create the first proposal is called *Truth to power*. *Truth to power* is a song released in 2017 by the famous group One Republic. It was created for the movie *An inconvenient sequel: Truth to Power*. It is a sequel of a documentary recorded in 2006 which deals with climate change. It addresses the measurements put into practice to tackle the problem of climate change and its results. Besides, the song, as well as its video, refers to this situation.

During the term when the proposal would be implemented, one of the didactic units deals with the environmental topic. Students are going to learn the unit's vocabulary as well as the expressions and some information about this topic. This is the main reason for this song's selection. Moreover, it presents the main phonetical aspects students need to learn during this particular term. So, they can listen to them in the voice of a native speaker and learn how to pronounce them correctly. This song also allows working with other skills, such as listening and speaking. All of these characteristics make it the perfect song to choose to work with throughout a whole week.

This song is going to be developed during the third week of the term when students have previously worked with some contents and have had time to get to know each other.

The following table gives an overview of the organization of each session of this proposal.

Session	Activity	Duration (min.)
Session one: pre-listening	Explanation of the methodology	5
	Presentation of the topic and organization of the groups	5
	Review of vocabulary	15
	Video Activities	25
Session two: during listening	Listening	15
	Work in groups on the expressions	15
	Sharing of the conclusions	10
	Teacher's explanation	10
Session three: during listening	Work on the different sounds	50
Session four: post-listening	Reading	10
	Work in groups	15
	Debate	10
	Sharing of the conclusions	15

*Table 2. Music-Integrating Proposal A: Schedule.*

### **Session one: pre-listening**

The first step of this session is to explain to students the methodology which is going to be followed during the weeks when they are going to work with a song. Having done so, this session aims to present the song to the students without listening to it. The main topic of the song is the environment, and, above all, global warming. This is the topic of the unit, so students are already familiar with its vocabulary. This song offers the teacher the perfect opportunity to review this vocabulary.

The teacher is going to present the topic of the song to the students and, then, they have to make six groups of five people. These groups are going to be made of the same people during the whole proposal. The teacher is going to provide each group with some words they have previously worked with, so they should know their meaning. What they have to do is to come up with a definition of each word in English without using some particular words to make it more difficult. After that, each person in the group has to say one definition out loud so the other groups can guess the word he or she is explaining.

After having reviewed all the vocabulary, they are ready to start completing the next activity. This song does not address directly the environmental topic. However, the video is the perfect scenario to put their knowledge into practice. The activity consists of making the students explain the video to their classmates. To complete this activity, they are going to work in pairs. The steps are the following: first of all, one student of each couple has to sit watching the screen. Then, the other person has to sit in front of his or her partner so that this student cannot see the screen. During the first 30 seconds of the video, the students who are watching the screen have to use the vocabulary they already know to describe what they are watching to the other students. After these 30 seconds, students are going to change seats so they can change their roles during the next 30 seconds. They are going to follow this methodology until the song finishes. The students need to remember what they have watched as well as what their partners have explained to them to complete the last part of the activity. This last part consists of gathering in groups to talk about the video. On the one hand, all the students who have watched the video during the first 30 seconds are going to join the first team. On the other hand, the students who have watched the video during the last part are going to join the second team. These groups are made

on purpose, as all the students in the group have seen the same seconds and been explained the same seconds. The purpose of this last part of the activity is to reconstruct the story told in the video with the information they have gathered both from seeing the video and listening to their partners. In the end, when they have done so, they have to tell their whole story to the other group and vice versa. By doing so, they can see the differences from what they have understood and what the video was actually about. At the end of the session, all the students will watch the whole video.

### **Second session: during listening**

During this second session, the skill which is going to be worked with is listening. The main aim of this session is that students listen carefully to the song to understand its lyrics and the expressions they consider that are related to climate change. It is important to make the students aware of the fact that not understanding all the lyrics does not mean that they have failed. If the teacher does that, students will be more motivated towards the activities.

So, the first activity consists of listening to the song three times and writing down the expressions they consider relevant regarding the topic. After that, they have to think about the relationship that these expressions may have with the environment or climate change and, if they want, write this information down. Then, they are going to join their groups and talk about what they have thought about. They are going to put everything in common and conclude what each expression they have previously written down means. When all the groups are done, the ideas are going to be put in common out loud. All the class must come up with the same conclusion at the end regarding each expression. That is why the groups have to try to convince their partners that their idea is the best one. To finish the session, the teacher is going to explain her theory about the expressions to the students and they have to give her arguments to validate their hypotheses if they consider they are right.

By doing this activity, students also need to use the vocabulary previously learned, so they are constantly taking it into account and repeating it. This is the best way to learn it by heart.



### **Session three: during listening**

During this third session, what is going to be worked with is pronunciation. The main aim is that the students learn the relevant phonetic aspects of two units, which include the sounds /u:/, /ʊ/, /i:/ and /θ/.

During the first part of the session, the teacher is going to present the students the phonetic aspects they are going to learn as well as some examples for them to learn. She is going to present them one by one, not all at once. Besides, the teacher is going to provide students with the lyrics of the song so that they can complete the activity successfully. The process is the following: first, she is going to present one aspect and to make them repeat this sound to learn how to pronounce it. After that, she is going to make students look through the lyrics to find out which words could contain this sound. Then, she is going to play the song so that students can make sure that the words they have highlighted are pronounced this way or not and to find out more words if any. She is going to repeat this process with all the sounds.

### **Session four: post-listening**

During this session, the skill students are going to work with is speaking. The main aim of this session is to make students review the theory of the previous sessions. The activity of this session is to hold a debate among the different groups. As there are six groups, the debate is going to be one group versus one group. So, three debates are going to happen at the same time. The debate is going to be about the environment and global warming. However, each group is going to defend the ideas of one character. Groups one, three, and five are going to defend environment-preservation ideas. The other groups are going to defend the ideas of someone who does not care so much about protecting the natural world. Students will have to think about different statements to refute the other group's ideas and to convince the other group that what they are saying is right. As they may do not know what to say, the teacher is going to hand every group a text with some ideas of their sides, so they can read them and come up with solid arguments. These arguments have to be related both with the video and the expressions they talked about during the second session. First of all, all the students have to read the reading and come up with their ideas. After that, they are going to share their ideas with their groups to come up with common arguments. When all the groups are finished, they are going to join the other

groups to start the debate. During the debate, one candidate from each group has to write down all the ideas to, after the debates, explain them in front of the class as well as which group has won in each debate.

The following table includes a summary of the main aspects of the proposal, which are the song, material, topic, competences, skills and contents. It provides teachers with an overview of what the students are going to work with during the proposal.

Song	<i>Truth to power</i>	
Material	Youtube	
Topic	Environment	
Competences	<ul style="list-style-type: none"> <li>- Competence in Linguistic Communication (CLC)</li> <li>- Learning to Learn (L2L)</li> <li>- Social and Civic Competences (SCC)</li> <li>- Sense of Initiative and Entrepreneurship (SIE)</li> <li>- Cultural Awareness and Expression (CAE)</li> </ul>	
Skills and contents	Skills	Contents
	- Vocabulary	Related with the environment and the climate change.
	- Listening	Information mobilization about the task and the topic.
	- Speaking	Information, indications, and warning exchange
	- Pronunciation	Sounds /u:/, /ʊ/, /i:/ and /θ/.

*Table 3. Music-Integrating Proposal A: summary.*

#### 4.4.2. Music-Integrating Proposal B

The song which has been selected to be used to create the first proposal is called *Some nights*. *Some nights* is a song released in 2012 by the famous group Fun. Although the song is a bit old, it is the most recent one that talks about the American Civil War. The second didactic unit addresses cultural events. Besides, as it is relevant to develop students' cultural competence, learning about a significant cultural event that took place in the United States is convenient as it can be linked with the unit's topic too. Its lyrics do not address specifically the Civil War topic. However, it can be related to the topic as, from my point of view, it tells the story of a boy who is far from home wishing to come back as soon as possible. Moreover, some parts allude to the war. The video also helps to figure this out, as it tries to emulate this war. This is the perfect context to explain to them some of the key points they should know about it.

Nevertheless, this is not the only aspect which is going to be covered during the whole week when students are going to be working with this particular song. It is perfect to work with reading as well as speaking and some of the unit's grammar, more specifically, *wish* and *still*.

This song is going to be developed during the seventh week of the term when students have previously worked with some contents. Besides, they have previously worked together as a team, so they may not have any problem working in groups again.

The following table gives an overview of the organization of each session of this proposal.

Session	Activity	Duration (min.)
Session one: pre-listening	Reading	5
	Work in groups	10
	Sharing of the conclusions	10
	Work on the expressions or words they do not know	20
	Revealing of the topic and explanation of what they have to do at home	5
Session two: during listening	Video	10
	Work in groups	15
	Presentations	25
Session three: during listening	Listening	15
	Sharing of the sentences	10
	Hypotheses of the structure	10
	Teacher's explanation	15
Session four: post-listening	Escape Room	50

*Table 4. Music-Integrating Proposal B: Schedule.*

### **Session one: pre-listening**

This session aims at presenting the song to the students without listening to it. The main topic of the song is the American Civil War. That is why it is the perfect way to introduce a cultural event and to develop their cultural competence. However, they will not discover the topic until the last part of the class.

In this case, students are going to read the lyrics of the song and make hypotheses about what they think the song is about. After thinking about this on their own, they are going to join their groups to share their hypotheses and to come up with one hypothesis in common. Then, all the groups are going to share out loud their hypotheses and hold a debate to make their hypotheses be the winner. So, before explaining their hypotheses out loud, all the groups have to think about arguments to validate them in front of the other groups.

After doing so, students are going to read the lyrics again and highlight the words or expressions they do not understand. Then, they are going to join again their groups to discuss the possible meanings. Whenever they are finished, they are going to discuss the meanings with the whole class. Then, the teacher is going to reveal the right meanings.

To end up, the teacher is going to reveal to them the topic of the unit. So, she is going to validate some hypotheses or refute all of them. However, revealing the topic at this particular moment is not a coincidence. After this session, each student has to look for information about the American Civil War at home. However, the teacher is going to give them four particular topics about this event and they have to gather information only about this particular aspect. Besides, she is going to tell them that they have to prepare a brief presentation because they are going to explain their findings to the rest of the class.

### **Session two: during listening**

During this session, the cultural competence, as well as the speaking ability, are going to be developed. The main aim of this session is that students get to know this particular event and that they can relate the main facts with the lyrics of the song and its video.

So, first of all, students are going to listen to the song and watch the video. Then, they have to join the other students who had to look for information about the same topic. In groups, they have to put the information they have found at home in common and to identify the main points. Then, they will summarize them and present the information to the other students briefly.

The last part of the class, when all the students have finished presenting their work, is going to be devoted to explaining those important facts about the topic which students have not explained during their presentations. During their peers' presentations and their teacher's explanation, students have to take notes they are going to use during the last session of the week.

### **Session three: during listening**

During this session, students are going to work with some grammar aspects of one of the units, which are the use of *wish* and *still*. In this case, students have not been explained anything related to this topic. This session would be its presentation to the students.

So, first, students are going to listen to the song and they have to find out two structures that are repeated through the song, which are the ones that contain *wish* and *still*. During the second repetition of the song, they have to try to write these sentences down. Then, the student who thinks that has identified one sentence is going to write it on the blackboard. If this student has something wrong, the rest can correct him or her. Once all the sentences are written right on the blackboard, students have to guess the structure and how to build these particular sentences in groups. Besides, they have to try to guess their meanings too. When they all have their hypotheses, they have to explain them out loud.

During the last part of the class, the teacher is going to explain how these structures are used. If they have guessed the structures all right, the topic may be expanded by adding any information about the usage of *wish* and *still* that the students may have missed.

#### **Session four: post-listening**

During this session, students are going to review what they have learned throughout the whole week. It is the time to show if they have understood the contents and if they can put them into practice.

To do so, the teacher would prepare a kind of escape room where they can show their performance regarding the knowledge they have acquired. Inside this particular classroom, the teacher has formed six different groups. Three battles of the American Civil War are going to take place. The students already know that this war put two different sides face to face, which are the Confederate and the United States. Inside a bag, the teacher has six different papers written: two green papers, two red papers, and two yellow papers. In one of the yellow papers are written the words *Confederate States* and in the other *United States*. It is the same with the other colors. One student of each group has to extract one paper from the bag to find out their side and color. As an example to understand this better, if group 1 has got the red *Confederate States* paper and group 5 the red *United States* paper, these two groups are going to fight to win the red battle. The same is going to happen with the other groups.

However, it is not a face to face battle. They have to fulfill successfully some missions to discover their opponents' secret place to attack them by surprise and win the battle. The missions are some activities related to the American Civil War and the grammar contents. Whenever they complete successfully one mission or activity, they are going to get one hint to discover the enemy's secret place. So, the group of every battle that completes everything right in the first place is going to win the battle.

The three groups that win each battle are going to receive a prize. The prize is 0.25 extra points in their final grade of this term. However, not all the members of the groups may receive this reward. The teacher is going to observe each students' performance. So, if any of the students does not show the right attitude towards the activities, he or she is not going to receive these extra points despite having won the battle. This aims at encouraging all the students to participate in the game and to try to give their best.

As a guidance, two different types of activities have been designed.

**Sample activity 1: quiz**

Students from both groups have to think of ten questions about the American Civil War and write them in the questions sheet. When they have finished, they have to pass it to the other group. Then, they have to complete the questions. After that, both groups are going to correct the answers. Each right answer counts one point. The group with more points is going to be the winner of one mission.

**Sample activity 2: story**

All the groups have to write a short story about the Civil War using *wish* and *still*, which are the grammar aspects they have already learnt in the unit. After finishing the story, they have to hand their writings to the teacher, who is going to choose this mission's winner of each battle. The teacher is going to take into account creativity and right the use of the grammar aspects and the vocabulary learnt.



The following table includes a summary of the main aspects of the proposal, which are the song, material, topic, competences, skills and contents. It provides teachers with an overview of what the students are going to work with during the proposal.

Song	<i>Some Nights</i>	
Material	Youtube	
Topic	American Civil War	
Competences	<ul style="list-style-type: none"> <li>- Competence in Linguistic Communication (CLC)</li> <li>- Learning to Learn (L2L)</li> <li>- Social and Civic Competences (SCC)</li> <li>- Sense of Initiative and Entrepreneurship (SIE)</li> <li>- Cultural Awareness and Expression (CAE)</li> <li>- Digital Competence (DC)</li> </ul>	
Skills and contents	Skills	Contents
	<ul style="list-style-type: none"> <li>- Vocabulary</li> </ul>	Expressions related with the war and the desire to go home.
	<ul style="list-style-type: none"> <li>- Reading</li> </ul>	Information mobilization about the task and the topic. Suggestions and desires formulation
	<ul style="list-style-type: none"> <li>- Listening</li> </ul>	Information mobilization about the task and the topic. Suggestions and desires formulation
	<ul style="list-style-type: none"> <li>- Speaking</li> </ul>	Suggestions and desires formulation. Information, indications, and warning exchange.
	<ul style="list-style-type: none"> <li>- Grammar</li> </ul>	<i>Wish and still</i>

Table 5. Music-Integrating Proposal B: summary.

#### 4.4.3. Music-Integrating Proposal C

The song which has been selected to be used to create the third proposal is called *Castle on the hill*. *Castle on the hill* is a song released in 2017 by the famous singer Ed Sheeran.

In this case, there are two main reasons for which this song has been selected. The first one is related to both units' grammar. During this term, students are going to study the past forms Past Simple and Continuous as well as Present Perfect. As it is going to be the last song worked with, students will have already been explained the Present Simple and Continuous. However, it is the best way to make sure they have understood and acquired the contents and that they can put them into practice. It is also perfect for them to practice irregular verbs. Regarding Past Perfect, this is a good way to present it to the students.

The second one is the writing part of the second unit. Students have to write an informal letter to a friend. The topic of this song is someone's young life experiences. This young guy remembers these experiences when he is driving back home after having spent some time away. This is the perfect topic for students to write about in an informal letter.

It is also a good song to teach students another pronunciation feature. Students can find some regular verbs in the past through the lyrics of the song. Besides, there are examples of the three different *-ed* pronunciations. So it is the perfect song for them to learn how to pronounce these three endings by listening to a native speaker. All of these characteristics make it the perfect song to choose to work with throughout a whole week.

This song is going to be developed during the tenth week of the term when students have previously worked with some contents. Besides, they have previously worked together as a team, so they may not have any problem working in groups again.

**Interdisciplinary activity**

During this whole week, all the students are going to work on an interdisciplinary activity. They are going to incorporate contents from their music class. Music and the English teachers should come to an agreement to work together on a project. During part of the term, some students should have been working in groups on composing a melody in their Music sessions. Only some students are expected to have worked on this because some of them may not have Music among their subjects. Now, during this week, they have to write the lyrics for their melody using the vocabulary they have learned through the first session. Of course, every group must include at least one member who attends Music to use his or her melody.

The following table gives an overview of the organization of each session of this proposal.

Session	Activity	Duration (min.)
Session one: pre-listening	Reading	5
	Work in groups on the meaning of the song	10
	Sharing of conclusions	10
	Video	5
	Work in groups on the vocabulary and the relationship between the video and the lyrics	10
	Work in groups on their songs	10
Session two: during listening	Listening	20
	Hypotheses of the structure	10
	Teacher's explanation	20
Session three: during listening	Work on the different sounds	35
	Work in groups on the lyrics of their song	15
Session four: post-listening	Presentation of the songs	40
	Voting	5
	Explanation of the activity for next week	5

*Tabla 6. Music-Integrating Proposal C Schedule.*

### **Session one: pre-listening**

During this session, students are going to deal with vocabulary, reading, and speaking. The main aim of this session is to get to know the topic of the song and to learn vocabulary about it to, after that, hold a chat about it.

During the first part of the session, the teacher is going to present the song to the students. However, they are not going to listen to it until the next session. The teacher is going to provide them with the lyrics of the song so that they can read them carefully. Having done so, they have to join their groups to talk about the meaning of the song. They have to guess, from the lyrics, what the song is about. Then, all the students from all the groups are going to discuss the topic to reach a conclusion. When they are finished, the teacher is going to show them the video and they have to relate the images with the lyrics. Then, they have to talk about what they have seen in the video and try to think about as much vocabulary as they can related to social interaction.

The last part of the session is going to be devoted to working in groups in their song. First of all, the teacher is going to explain to them the activity they have to complete. All the members of the group have to tell the others one life experience and, after having listened to all the stories, they have to choose one to write the lyrics about it. When they have the lyrics ready, they have to record their song with a program called *Audacity*. The deadline to do so is the last session of the week.

### **Session two: during listening**

During this session, students are going to work with some grammar aspects from two didactic units, which are Past Simple and Continuous, and Present Perfect. In this case, students have already been explained the Past Simple and Continuous tenses, so this session aims to be a review of this part of the grammar. However, there is another tense, Present Perfect, which students have not learned yet. So, this session aims at being a presentation of this particular matter.

The first activity consists of listening to the song and identifying the different tenses. After that, they have to identify all the irregular verbs in the past and write them down. Once finished, they have to write the present form of these verbs.

The last part of the session is going to be related with the Present Perfect. They have to try to guess how it is formed from the song's sentences. Whenever

they have a hypothesis about how to form sentences with Present Perfect, they have to talk in groups about it and come to an agreement. After that, they are going to explain their hypothesis. Having done so, the teacher is going to explain the structure of this tense, focusing on what the students did not guess well. If they guessed it all right, she might add any information on its usage that the students might have missed.

### **Session three: during listening**

During this third session, what is going to be worked with is pronunciation. The main aim is that the students learn the relevant phonetic aspects of the units, which are the different pronunciations of the past of the regular verbs, ending in *-ed*.

During the first part of the session, the teacher is going to present the students with the phonetic aspects they are going to learn as well as some examples for them to learn so. She is going to present them one by one, not all at once. Besides, the teacher is going to provide students with the lyrics of the song so that they can complete the activity successfully. The process is the following: first, she is going to present one aspect and to make them repeat this sound to learn how to pronounce it. After that, she is going to make students look through the lyrics to find out which words could contain this sound. Then, she is going to play the song so that students can check if the words they have highlighted are pronounced this way or not and to find out more words if any. She is going to repeat this process with all the sounds.

During the last part of the session, all the students are going to join their groups to work on the lyrics of their song.

### **Session four: post-listening**

During this fourth session, what is going to be worked with is speaking. The main aim is that the students present their songs to the other students.

First of all, the first group has to explain the experience selected to base the lyrics on and why they have chosen that particular experience. Then, they have to play the song. All the groups have to follow the same rules when they are presenting their songs. At the end of the presentations, all the groups have to vote for the song they have liked the most. The one with more votes is going to be the winner.

During the last part of the session, the teacher is going to explain the work they have to do for next week. They have to choose one experience to tell a friend. As the writing of the unit is the informal letter and they have already been provided with all the information needed to write it, they have to write an informal letter telling one life experience to a friend. They have to incorporate both the grammar and the vocabulary learned throughout the whole week in the letter.

The following table includes a summary of the main aspects of the proposal, which are the song, material, topic, competences, skills and contents. It provides teachers with an overview of what the students are going to work with during the proposal.

Song	<i>Castle on the hill</i>
Material	Youtube
Topic	Life experiences
Competences	<ul style="list-style-type: none"> <li>- Competence in Linguistic Communication (CLC)</li> <li>- Learning to Learn (L2L)</li> <li>- Social and Civic Competences (SCC)</li> <li>- Sense of Initiative and Entrepreneurship (SIE)</li> <li>- Cultural Awareness and Expression (CAE)</li> <li>- Digital Competence (DC)</li> </ul>

Skills and contents	Skills	Contents
	- Vocabulary	Related with the life experiences
	- Reading	Information mobilization about the task and the topic. Interest, surprise, preference, and taste expression.
	- Listening	Information mobilization about the task and the topic. Interest, surprise, preference, and taste expression.
	- Speaking	Information, indications, and warning exchange. Interest, surprise, preference, and taste expression. Suggestions and desires formulation.
	- Writing	Information, indications, and warning exchange. Interest, surprise, preference, and taste expression. Suggestions and desires formulation.
	- Grammar	Past Simple and Continuous and Present Perfect.
	- Pronunciation	-ed past regular verbs

*Table 7. Music-Integrating Proposal C: summary.*



#### 4.5. Students' feedback

After the exam, the teacher is going to ask for feedback for the whole term. By doing so, she expects to be aware of the students' opinions about working with songs and about the activities she has prepared so she could change some things regarding this feedback to make the sessions more effective and appealing for the students. This feedback is very important for the teachers, as they can learn from it to create new proposals for the following years.

Among the questions that can be asked to the students are the following:

- Have you been more motivated towards learning this term?
- Would you change any of the activities proposed?
- Which is the activity you have liked the most? Why?
- Is there any activity you have not liked? Why?
- Do you have any comments or improvements that you want to share regarding working with songs?

#### 4.6. Evaluation

The evaluation is an important aspect that has to be taken into account every time a teacher creates a proposal. In this section, all the information required to evaluate this particular proposal is explained.

The following table shows the organization of the term's evaluation in percentages. So, students may know how much each part counts regarding the evaluation.

Parts	Percentage
Exam	60
Participation	10
Work	20
Project	10

*Table 8. Term's evaluation.*

At the end of the term, an exam is going to be completed by the students. The exam is going to last one week and it is going to cover all the skills worked during the whole term. The following table shows the organization of the exam's evaluation in percentages.

Skill	Percentage
<b>Reading</b>	10
<b>Listening</b>	10
<b>Grammar and vocabulary</b>	15
<b>Writing</b>	10
<b>Speaking</b>	15

*Table 9. Exam's evaluation.*

The following evaluation criteria have been extracted from the information explained in the third level of Secondary Education which is gathered in the Royal Decree 1105/2014, 26 December, which establishes the Compulsory Secondary Education and Baccalaureate basic curriculum. The evaluation criteria for the different skills are the following:

**Reading:**

- To identify essential information as well as the main points of a short well-organized text written formally or informally with the known lexicon and simple structures.
- To know the right strategies as well as to know how to use them to understand the main ideas of the text.
- To recognize and apply the previous knowledge about the syntactic structures to understand the text.
- To recognize the common lexicon as well as infer from the context the meaning of the words they do not know.

**Listening:**

- To identify main ideas, relevant information, and general implications within short and well-organized texts at a slow speed.
- To know the right strategies as well as to know how to use them to understand the main ideas of the text.
- To recognize and apply the previous knowledge about the syntactic structures to understand the text.

- To recognize the common lexicon as well as infer from the context the meaning of the words they do not know.

### **Writing:**

- To write simple and short texts using orthographic conventions as well as the most common punctuation signs and showing control over simple structures and common lexicon.
- To know the right strategies as well as to know how to use them to write the text.
- To know and use enough lexicon to express brief simple and direct information about a topic.
- To reproduce common orthographic and punctuation patterns.

### **Speaking:**

- To produce brief and simple oral texts with simple lexicon alone or in pairs.
- To know the right strategies as well as to know how to use them to produce oral utterances.
- To use common lexicon to communicate their ideas.
- To use common syntactic structures to communicate their ideas.

To evaluate each skill, the teacher has to take into account the evaluation criteria to make sure the students have acquired the contents and meet the objectives of the proposal. To do so, and taking into account the evaluation criteria, one rubric has been designed for each skill (see Appendixes 4, 5 and 6).



## **5. DISSCUSION**

Within this chapter, the advantages and disadvantages of implementing this proposal in a real classroom are going to be explained. First of all, we are going to focus on the good points and advantages of implementing this proposal.

This proposal works with all the skills. Some studies show the effectiveness of songs regarding each skill. However, there is little evidence of studies that address the benefits regarding all the skills. Through three different songs during three different weeks, this proposal aims to improve the different skills, which are speaking, listening, writing, and reading, as well as grammar, vocabulary, and pronunciation.

Besides, it is a realistic proposal that may be implemented inside the third year of Secondary Education by any teacher. The contents may not be the same as the ones from this proposal, but they can be adapted. Related to that, the methodology implemented to create this proposal may be implemented by any teacher to create a similar one for any level. This shows that songs used to improve all the skills can be implemented not only in the third year of Secondary Education but at any educational level.

This proposal is meant to raise students' motivation towards learning a second language, as sessions are going to be more dynamic; cooperation, as they have to work with their classmates to complete the different tasks and projects; and interest on what they are learning. All of this may result in a better performance regarding the different skills.

This proposal also has some bad points or disadvantages. However, most of them can be solved if you think of them in advance and if you look forward to working hard to achieve your goal. The first disadvantage teachers may encounter is that students do not like the same artists, songs, or types of music. It may be difficult to please all the students. Moreover, teachers cannot use the same songs every year. They have to change the materials constantly as they get outdated and, if students do not like the songs, sometimes they are less motivated and the proposal loses its effectiveness. Besides, sometimes it is not easy to find a song that covers all the contents teachers need to cover during a didactic unit and it could be difficult to find a way to work with all the skills during a short period using a song.

Another disadvantage is that students may get bored with learning through songs despite using them once a month. If you present students with the same methodology for a long period, they normally get bored, and their motivation and attention decrease. For this reason, it is important to try to create new activities related to the songs to still get their attention and interest. That is why, in the proposal that has been created, the topics are different, so students do not get bored with one particular topic. There is a wide range of different activities which try to work with different contents and competences. All of this may get rid of this disadvantage.

It may also be difficult to reach an agreement with the students' Music teacher. It is not the most important part of the proposal though. However, it would be interesting if students could carry out this project, as it may be something that interests them. To continue with this topic, another disadvantage is that Music is not anymore a compulsory subject in the third year of Secondary Education, when the proposal would be implemented. For that reason, only a few students would work on the melody. This could make students who have not participated in the melody's composition feel less motivated towards this activity.

The last disadvantage teachers may encounter is that, sometimes, they may not have the equipment required in every classroom, that is, speakers, a computer, a projector, and so on. Nevertheless, nowadays, when technology is the order of the day, almost every classroom is provided with all of these elements. Besides, if any classroom has not the necessary equipment, the teacher may book another classroom that has everything she needs.

## 6. CONCLUSION

With all the information explained before, we can reach some important conclusions that can be interesting for future research as well as to understand better this dissertation.

Firstly, it is possible to create a realistic proposal that teachers can implement in their classrooms to work with all the skills using songs. In this particular case, the proposal is designed for students from the third year of Secondary Education. The skills which are going to be worked with if the proposal is implemented are listening, speaking, writing, and speaking. Moreover, grammar vocabulary and pronunciation are going to be improved too. Sometimes it is difficult to work with all the skills using a particular song. However, there is plenty of time to work with more than one song to improve all the different skills, as it is shown in the proposal.

The dissertation also highlights the benefits of songs regarding each skill. Taking into account these benefits, the proposal has been created to make students improve each skill at their highest level. Besides, it takes into account the different *LOMCE* elements to select the songs properly so that students can improve their performance in every skill.

The proposal incorporates different technological tools, such as *Audacity* and *Google*, so that students can work with their Digital Competence. It also tries to improve their Cultural Awareness and Expression Competence using songs and explaining them information about a cultural event that took place in the nineteenth century in the United States.

It also includes an interdisciplinary project so that students can be more motivated as they are going to implement the contents of two different subjects, English and Music, in one common project. Besides, it is a complete proposal as it integrates different methodologies, such as sequencing or project-based learning, to raise students' interest, along with the wide range of different activities. In this way, all the objectives mentioned at the beginning of the dissertation have been met.

The difficulties of the proposal have also been mentioned. However, teachers can overcome most of them, although it may involve working more on preparing different materials for different years. Nevertheless, there are a lot of innovative teachers who do not fear to create new materials and who enjoy doing so. For

them, this proposal could be a starting point to begin including songs inside their classrooms. Besides, the methodology implemented to create this proposal may be implemented by any teacher to create a similar one for any level.

Finally, I have a message for teachers or readers who are interested in this topic and have read this dissertation. There indeed is a gap that it would be better to cover. So, I would like to encourage researchers to take this into account and to use this proposal, or a similar one, to show that songs are worthwhile in terms of using them to learn English as a foreign language skills in a funnier way and obtaining the same or, sometimes, better results.



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## **Appendix 1: *Truth to Power* lyrics**

I could tell you I was fragile  
I could tell you I was weak  
I could write you out a letter  
To tell you anything you need  
I've seen minutes turn to hours  
Hours turn to years  
And I've seen truth turn to power  
If you could see me the way I see you  
If you could feel me the way I feel you  
You'd be a believer  
You'd be a believer  
Minutes turn to hours  
Hours turn to years  
And I've seen truth turn to power  
I could tell you I was ageless  
But I know you see the light  
I could tell you I'm immune to everything  
But that's a lie  
Dust don't turn to flowers  
Skies don't disappear  
But I've seen truth to power  
Oh, if you could see me the way I see you  
If you could feel me the way I feel you  
You'd be a believer (believer)  
You'd be a believer (believer)  
You'd be a believer (believer)  
You'd be a believer (believer)  
Hard to keep goin' on (hard to keep goin' on)  
I said it's hard to keep goin' on (hard to keep goin' on)  
It's hard to keep goin' on (hard to keep goin' on)  
If you could see me the way I see you  
If you could feel me the way I feel you  
You'd be a believer  
You'd be a believer  
You'd be a believer  
Be a believer  
Be a believer (believer)  
You'd be (be a believer)  
Minutes turn to hours  
Hours turn to years  
And I've seen truth turn to power

## **Appendix 2: *Some nights* lyrics**

Some nights, I stay up cashing in my bad luck; some nights, I call it a draw  
Some nights, I wish that my lips could build a castle  
Some nights, I wish they'd just fall off  
But I still wake up, I still see your ghost  
Oh, Lord, I'm still not sure what I stand for, oh  
What do I stand for? What do I stand for?  
Most nights, I don't know anymore  
This is it, boys, this is war, what are we waiting for?  
Why don't we break the rules already?  
I was never one to believe the hype, save that for the black and white  
I try twice as hard and I'm half as liked  
But here they come again to jack my style  
And that's alright; I found a martyr in my bed tonight  
She stops my bones from wondering just who I am, who I am, who I am  
Oh, who am I?  
Well, some nights, I wish that this all would end  
Cause I could use some friends for a change  
And some nights, I'm scared you'll forget me again  
Some nights, I always win, I always win  
But I still wake up, I still see your ghost  
Oh, Lord, I'm still not sure what I stand for  
What do I stand for? What do I stand for?  
Most nights, I don't know  
So this is it? I sold my soul for this?  
Washed my hands of that for this?  
I miss my mom and dad for this?  
No. When I see stars, when I see stars, that's all they are  
When I hear songs, they sound like this one, so come on  
Oh, come on. Oh, come on. Oh, come on!  
Well, that is it, guys, that is all, five minutes in and I'm bored again  
Ten years of this, I'm not sure if anybody understands  
This one is not for the folks back home; I'm sorry to leave, mom, I had to go  
Who the fuck wants to die alone all dried up in the desert sun?  
My heart is breaking for my sister and the con that she called "love"  
But when I look into my nephews eyes...  
Man, you wouldn't believe the most amazing things that can come from...  
Some terrible lies  
The other night, you wouldn't believe the dream I just had about you and me  
I called you up, but we'd both agree it's for the best you didn't listen  
It's for the best we get our distance

### **Appendix 3: *Castle on the hill* lyrics**

When I was six years old I broke my leg  
I was running from my brother and his friends  
And tasted the sweet perfume of the mountain grass I rolled down  
I was younger then, take me back to when I  
Found my heart and broke it here  
Made friends and lost them through the years  
And I've not seen the roaring fields in so long, I know I've grown  
But I can't wait to go home  
I'm on my way  
Driving at ninety down those country lanes  
Singing to "Tiny Dancer"  
And I miss the way you make me feel, and it's real  
We watched the sunset over the castle on the hill  
Fifteen years old and smoking hand-rolled cigarettes  
Running from the law through the backfields and getting drunk with my  
friends  
Had my first kiss on a Friday night, I don't reckon that I did it right  
But I was younger then, take me back to when  
We found weekend jobs, when we got paid  
We'd buy cheap spirits and drink them straight  
Me and my friends have not thrown up in so long, oh how we've grown  
But I can't wait to go home  
I'm on my way  
Driving at ninety down those country lanes  
Singing to "Tiny Dancer"  
And I miss the way you make me feel, and it's real  
We watched the sunset over the castle on the hill  
Over the castle on the hill  
Over the castle on the hill  
One friend left to sell clothes  
One works down by the coast  
One had two kids but lives alone  
One's brother overdosed  
One's already on his second wife  
One's just barely getting by  
But these people raised me and I can't wait to go home  
And I'm on my way, I still remember  
This old country lanes  
When we did not know the answers  
And I miss the way you make me feel, it's real  
We watched the sunset over the castle on the hill  
Over the castle on the hill  
Over the castle on the hill

#### Appendix 4: Writing assessment rubric

Category	Excellent 4	Outstanding 3	Acceptable 2	Inadequate 1
<b>Grammar</b>	The student uses perfectly the structures they have learned without any grammatical mistakes	The student uses the structures they have learned but there are some mistakes	The student does not use all the structures he has learned and there are some mistakes	The student always uses the same grammatical structure and with mistakes
<b>Structure, coherence, and cohesion</b>	The text is well-structured, cohesive, and coherent.	The text is coherent and cohesive but the structure has some mistakes.	The text is coherent but it is not cohesive enough. Besides, the structure has some mistakes.	The text is neither cohesive nor coherent and poorly structured.
<b>Vocabulary</b>	There is a variety of vocabulary expressions used in an appropriate way	There is a variety of vocabulary but sometimes it is not used in the correct way	The vocabulary is really limited and sometimes it is not used in the correct way	The student only uses basic expressions and vocabulary



## Appendix 5: Speaking assessment rubric

Category	Excellent 4	Outstanding 3	Acceptable 2	Inadequate 1
<b>Pronunciation</b>	The pronunciation is excellent. The information is perfectly understood in all the presentation	Pronunciation is good but some of the expressions are not legible	It is hard to understand the words because of the bad pronunciation but hardly, you can get some information.	Pronunciation is inadequate. It is impossible to understand any of the information on the presentation
<b>Fluency</b>	Fluid speech without many pauses. The volume is excellent.	Fluid speech but with some pauses to find the right word or structure.	The speech is slow, there are frequent pauses and the volume is soft	The speech is really slow, hard to follow. The student is always making pauses.
<b>Grammar</b>	The student uses perfectly the structures they have learned without any grammatical mistakes	The student uses the structures they have learned but there are some mistakes	The student does not use all the structures he has learned and there are some mistakes	The student always uses the same grammatical structure and mistakes are frequent
<b>Communication</b>	The communication is efficient and always answers appropriately	The communication is efficient most of the times	The communication is not efficient and there aren't a lot of appropriate answers	There is not any communication and any answers
<b>Vocabulary</b>	There is a variety of vocabulary expressions which are used in an appropriate way	There is a variety of vocabulary but sometimes it is not used in the correct way	The vocabulary is really limited and sometimes it is not used in the correct way	The student only uses basic expressions and vocabulary

## Appendix 6: Reading and listening assessment rubric

Category	Excellent 4	Outstanding 3	Acceptable 2	Inadequate 1
<b>Strategies</b>	The student uses strategies to understand the vocabulary he does not know.	The student uses strategies to understand the vocabulary he does not know sometimes but also asks the teacher.	The student does not use strategies and often asks the teacher.	The student does not make any attempt of understanding the reading.
<b>Use of previous knowledge</b>	The student uses his previous knowledge to understand the vocabulary and grammar in the text.	The student uses some previous knowledge to understand the vocabulary and grammar in the text.	The student does not have enough previous knowledge but uses it to understand some vocabulary and grammar in the text.	The student does not make any attempt of using previous knowledge.
<b>Understanding</b>	The student can identify the majority of the key facts.	The students can identify some of the key facts.	The students can identify half of the key facts.	The student cannot identify more than one key fact.
<b>Questioning</b>	The student can understand and answer all the questions regarding the text.	The student can understand and answer the majority of the questions regarding the text.	The student can understand and answer only half of the questions regarding the text.	The student can understand and answer only one or two questions regarding the text.